

Reading, Grades 4, 8, and 11

Chart 1: 4, 8, 11 R

The chart below shows the National Percentile Ranks for grades 4, 8, and 11

- In 2001, grades 4 and 11 scored an NPR of 66% while grade 8 students scored 60%.
- In 2002, grades 4 and 8 remained at their respective 2001 totals of 66% and 60% while grade 11 increased to 67%.

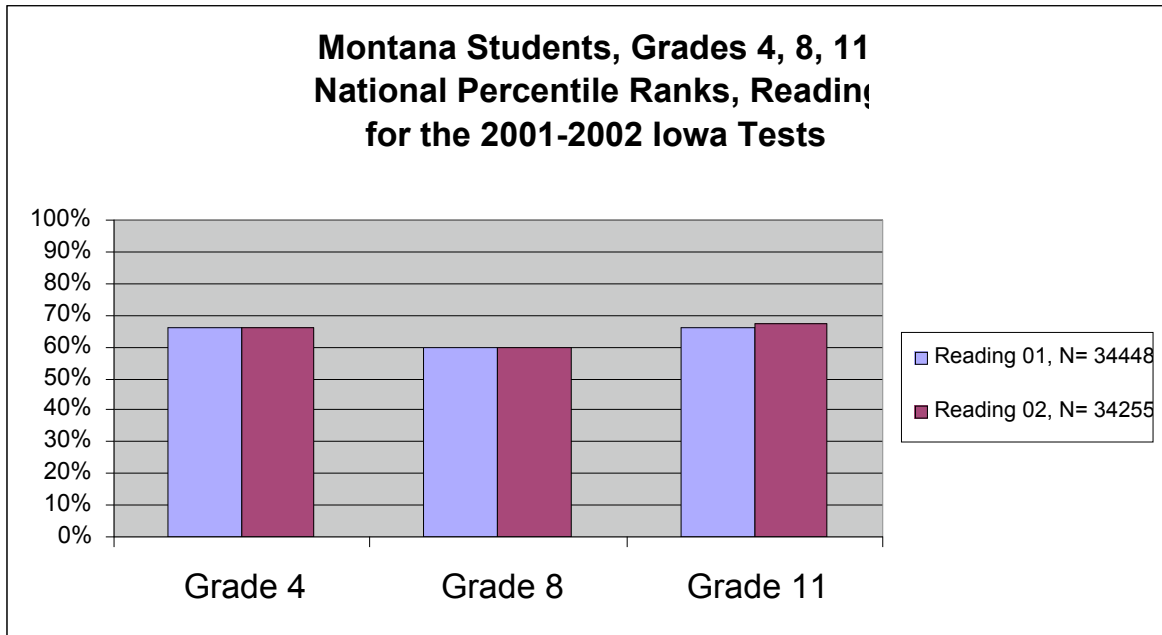


Table 1: 4, 8, 11 R

Reading National Percentile Rank for each disaggregation across Montana in 2001 and 2002.

Groups	Grade 4		Grade 8		Grade 11	
	2001	2002	2001	2002	2001	2002
All Students	66%	66%	60%	60%	66%	67%
Students Without Disabilities	69%	69%	64%	64%	69%	70%
Students With Disabilities	32%	32%	25%	25%	26%	28%
Female Students	67%	67%	60%	62%	68%	69%
Male Students	66%	65%	60%	59%	64%	65%
Native American Students	44%	44%	36%	35%	41%	41%
White Students	69%	69%	64%	64%	69%	70%
Students on Free/Reduced Lunch	54%	53%	47%	47%	51%	52%
LEP*	Na	27%	Na	22%	Na	32%

*LEP 2001 data were incomplete.

Table 2: 4, 8, 11 R

Reading: The table below shows the percentage of students for each disaggregation scoring in each performance category in grades 4, 8, and 11 for 2001 and 2002.

Groups		Grade 4				Grade 8				Grade 11			
		Advanced Stanines 8-9	Proficient Stanines 5-7	NP Stanines 4	Novice Stanines 1-3	Advanced Stanines 8-9	Proficient Stanines 5-7	NP Stanines 4	Novice Stanines 1-3	Advanced Stanines 8-9	Proficient Stanines 5-7	NP Stanines 4	Novice Stanines 1-3
All Students	2001	21%	58%	11%	10%	16%	57%	13%	13%	21%	57%	13%	10%
	2002	19%	57%	14%	10%	16%	56%	14%	14%	21%	57%	13%	9%
Students Without Disabilities	2001	22%	61%	10%	7%	18%	60%	12%	9%	23%	59%	12%	7%
	2002	20%	60%	13%	7%	17%	60%	14%	9%	22%	60%	12%	6%
Students With Disabilities	2001	3%	32%	25%	40%	2%	24%	22%	52%	2%	24%	27%	48%
	2002	4%	30%	25%	41%	2%	23%	22%	53%	3%	27%	25%	45%
Female Students	2001	22%	58%	11%	9%	16%	59%	13%	12%	22%	59%	12%	7%
	2002	19%	57%	15%	9%	15%	59%	15%	11%	22%	59%	12%	7%
Male Students	2001	19%	58%	12%	10%	17%	55%	14%	15%	20%	54%	13%	12%
	2002	18%	58%	13%	11%	16%	54%	14%	16%	20%	56%	13%	11%
Native American Students	2001	6%	47%	22%	26%	5%	37%	21%	38%	6%	45%	23%	26%
	2002	5%	48%	24%	23%	4%	36%	22%	38%	5%	45%	23%	27%
White Students	2001	23%	60%	10%	7%	18%	60%	12%	10%	23%	58%	12%	8%
	2002	21%	59%	12%	8%	17%	59%	14%	10%	22%	59%	12%	7%
Students on Free/Reduced Lunch	2001	10%	57%	17%	16%	9%	49%	18%	25%	12%	50%	19%	20%
	2002	9%	54%	20%	17%	7%	49%	20%	24%	12%	50%	18%	20%
LEP*	2001	Na	Na	Na	Na	Na	Na	Na	Na	Na	Na	Na	Na
	2002	0%	26%	30%	44%	1%	18%	26%	55%	4%	29%	28%	39%

* LEP 2001 data were incomplete.

Table 3: 4, 8, 11 R

Customized Skills Reports: Montana Reading Standards tested in the 2001 and 2002
Iowa Tests

Standard	Grade 4				Grade 8				Grade 11			
	# of Items		Percent Correct		# of Items		Percent Correct		# of Items		Percent Correct	
Construct meaning to comprehend, interpret, and respond to text	2001 45	2002 45	2001 67%	2002 66%	2001 47	2002 47	2001 67%	2002 66%	2001 40	2002 40	2001 61%	2002 62%
Apply skills and strategies	80*	80*	67%	66%	100*	100*	64%	64%	91*	91*	64%	64%
Select, read and respond for a variety of purposes	3*	3*	49%	48%	3*	3*	62%	61%	6	6	59%	59%
Evaluate and synthesize information from a variety of sources	2*	2*	61%	60%	9	9	61%	61%	5*	5*	60%	59%
* The Iowa Tests measure the knowledge dimension of the Montana Standard, but do not adequately measure the application aspect.												

Tables 4a and 4b: 11 R

ACT Reading results for high school graduating classes of 2001 and 2002

	Average Score All National	Average Score All Montana	Average Score White Montana	Average Score Native American Montana
2001	21.3	22.4	22.6	18.3
2002	21.1	22.3	22.35	18.35

Number of Montana students participating in the ACT

	Total Montana Students	White Montana	Native American Montana
2001	6,641	5,699	319
2002	6,368	5,460	300

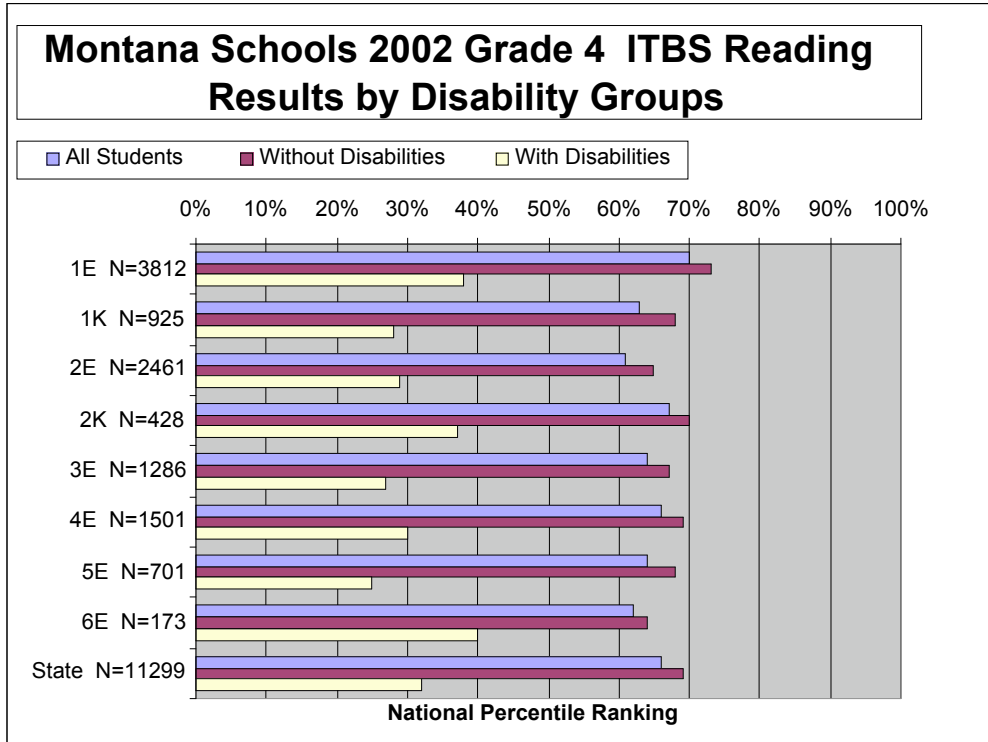
Table 5: 4, 8 R

NAEP data from 1994 and 1998 are included to add the picture of student achievement in Reading. Although NAEP data give another perspective to the picture of Montana students in grades four and eight tested in 1994 and 1998, these are not the same 4th and 8th grade students measured in the 2002 statewide assessment.

With the scores of Montana White and Montana Native American students are the percents of students who scored basic or above. It should be noted that the number of White students tested is considerably larger and therefore, generalizations are safer. For example, in the 1994 grade 4 test, 1,972 Montana White students and 226 Montana Native American students were included in the testing sample.

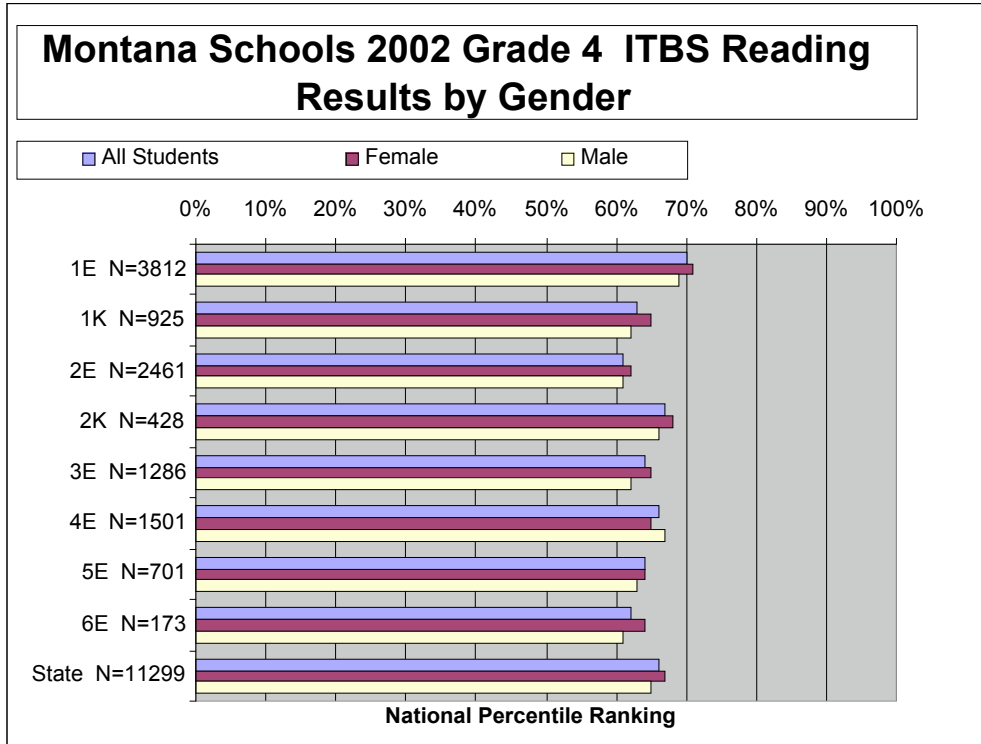
	Average Score					
Grade:Year	All National	White National	Native American National	All Montana	White Montana	Native American Montana
4: 1994	214	224	201	222	226 (73%)	203 (50%)
4: 1998	217	227	202	226	230 (77%)	209 (50%)
8: 1998	264	272	248	270	273 (85%)	250 (64%)

Chart 4.1 R



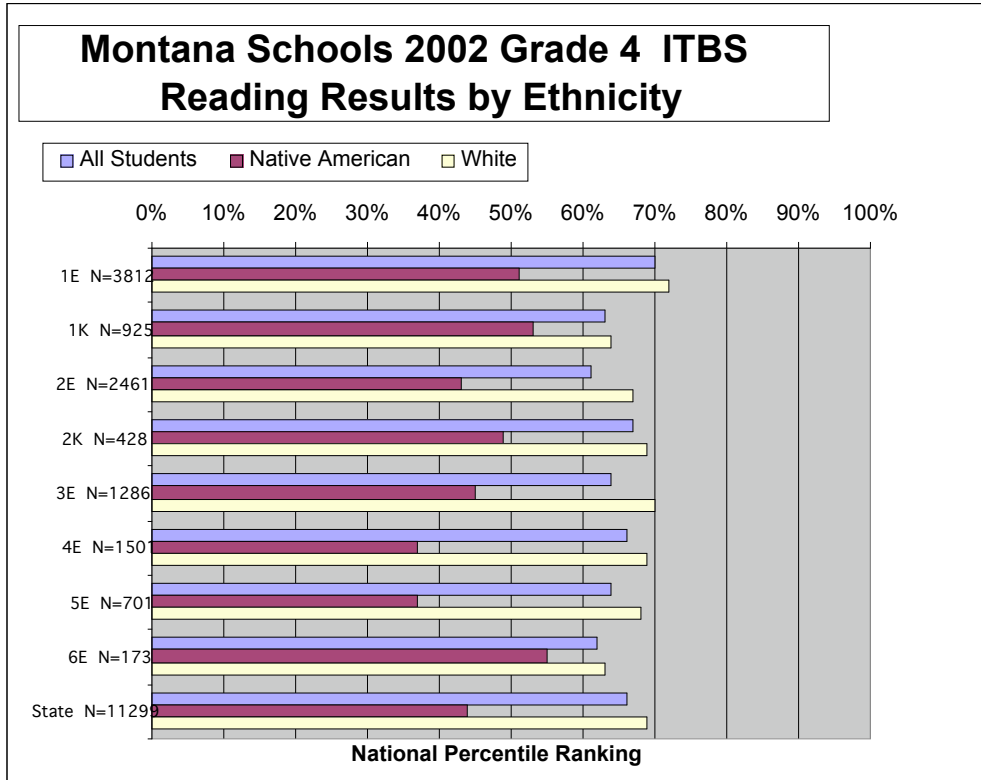
1. All students
 - The Reading NPR for all grade 4 students is the same as in 2001, 66%.
2. Students without disabilities
 - Statewide, the NPR for students without disabilities is the same as in 2001, 69%. The number is stable with most districts plus or minus 3-4 percentage points.
3. Students with disabilities
 - Statewide, the NPR for students with disabilities is the same as in 2001, 32%. This number is relatively stable with most district size categories at plus or minus 4-6 points except 6E students whose number is too small for comparisons.
4. Students without and with disabilities compared
 - Statewide, Montana students without disabilities scored 37 percentage points above students with disabilities, 69% and 32% respectively. This number is relatively stable with most districts 4-5 points plus or minus the 37 percentage points except for the 6E size category where the number of students with disabilities tested is too small for comparisons.

Chart 4.2 R



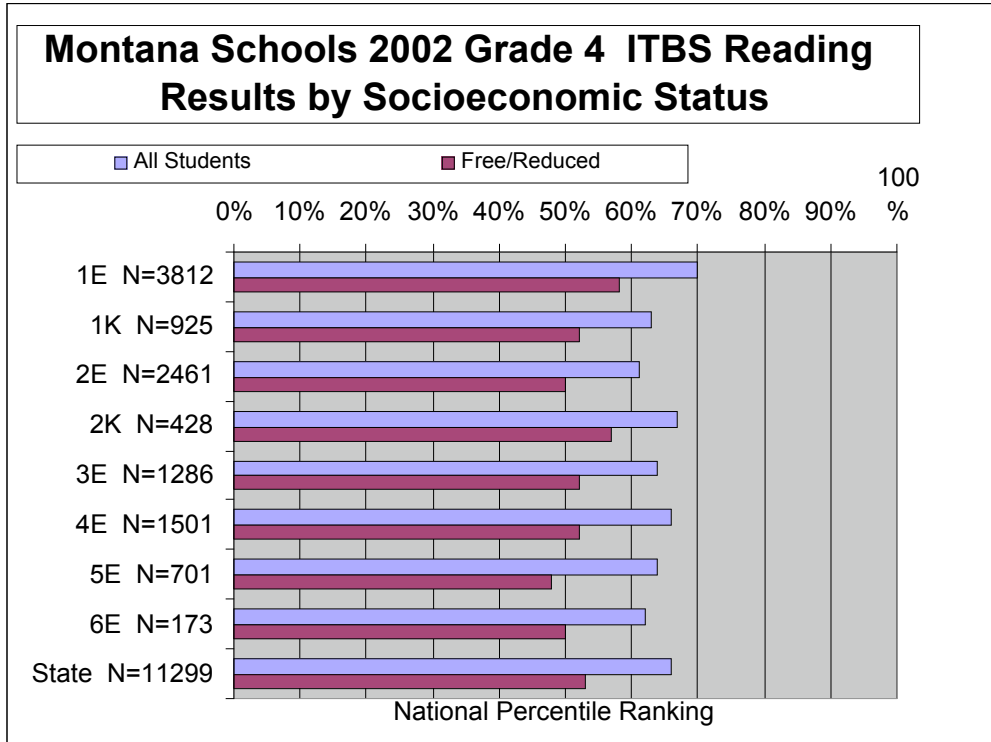
1. Male and female students
 - The Reading NPR for all grade 4 students is 66%.
2. Female students
 - Statewide, the NPR for female students is the same as in 2001, 67%. That number is stable with all district size categories plus or minus 3-4 percentage points.
3. Male students
 - Statewide, the NPR for male students is 65%, one less than in 2001. That number is stable with all district size categories plus or minus 2-4 percentage points.
4. Male and female students compared
 - Statewide, females scored two percentage points above the male students, 67% and 65% respectively. In 2001, there was a one percentage point difference.

Chart 4.3 R



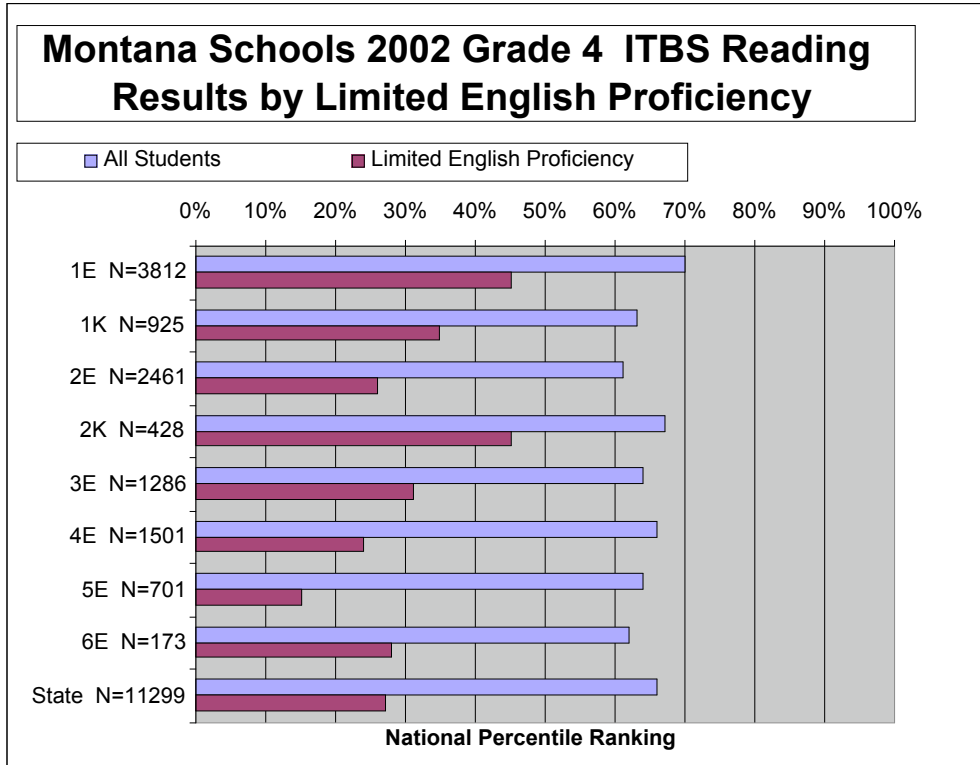
1. All students
 - The Reading NPR for all grade 4 students is 66%.
2. Native American students
 - Statewide, the NPR for Native American students is the same as in 2001, 44%. That number is relatively stable with most districts plus or minus 4-6 percentage points except district size category 6E where the number of tested is too small for comparisons.
3. White students
 - Statewide, the NPR for the White students is the same as in 2001, 69%. That number is stable with most district size categories at plus or minus 2-3 percentage points.
4. Native American and White students compared
 - Statewide, Montana White students scored 25 percentage points above Native American students, 69% and 44% respectively. That number is somewhat stable with most districts 4-5 points plus or minus the 25 percentage points. Two district size categories showed a smaller difference, 1K and 6E, where the number of Native American students tested is too small for comparisons.

Chart 4.4 R



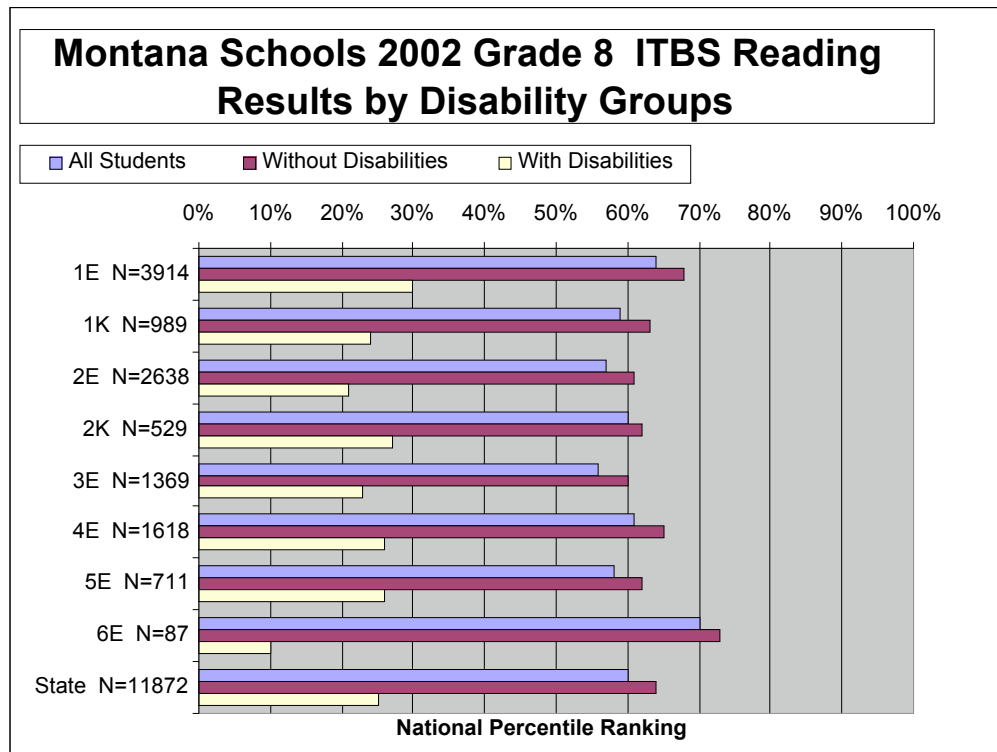
1. All students
 - The Reading NPR for all grade 4 students is 66%.
2. Students participating in free/reduced lunch programs
 - Statewide, the NPR for students participating in free/reduced lunch programs is 53%, one percent less than in 2001. That number is relatively stable with all district size categories scoring within plus or minus 4-5 percentage points.
3. Comparison
 - Statewide, all Montana students scored 13 percentage points higher than those participating in free/reduced lunch programs, 66% and 53% respectively. That number is relatively stable.

Chart 4.5 R



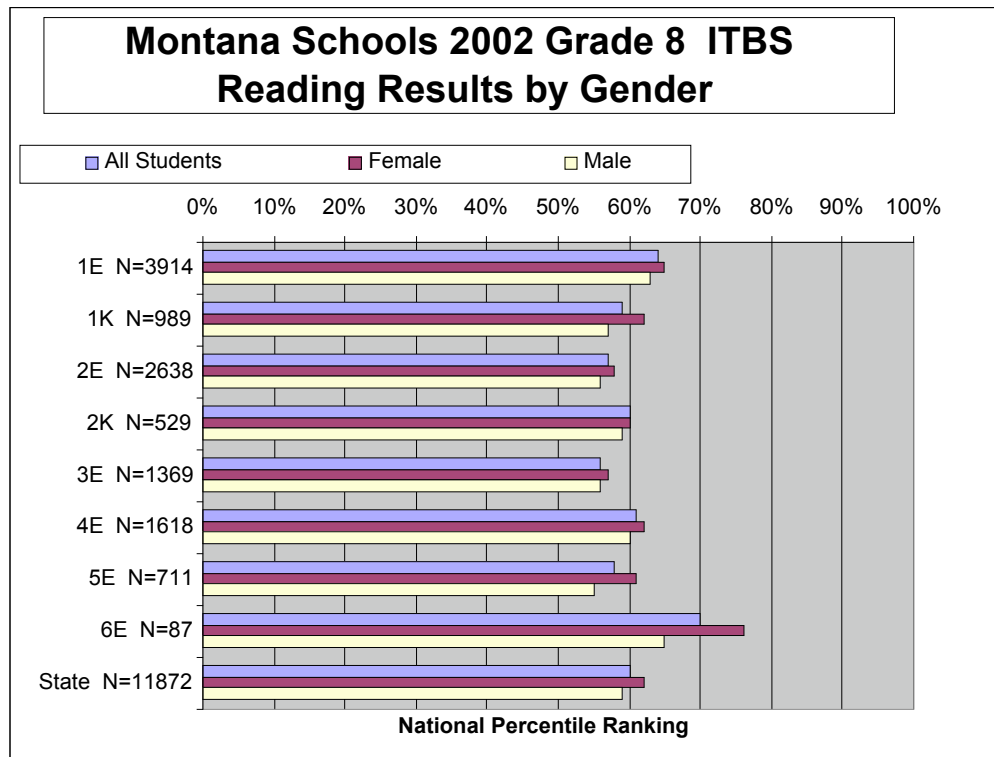
1. All students
 - The Reading NPR for all grade 4 students is 66%.
2. Students with limited English proficiency (LEP)
 - Statewide, the NPR for LEP students is 27%. (2001 LEP data were incomplete.) The NPR scores vary among school size categories because the number of LEP students tested also varies. Although the chart shows large variations for district size categories 1E, 2K, and 5E, the number of LEP students tested is too small for comparison.
3. Comparison
 - Statewide, all Montana students scored 39 percentage points higher than limited English proficient students. That number is relatively stable when the number of LEP students tested is sufficient for comparison.

Chart 8.1 R



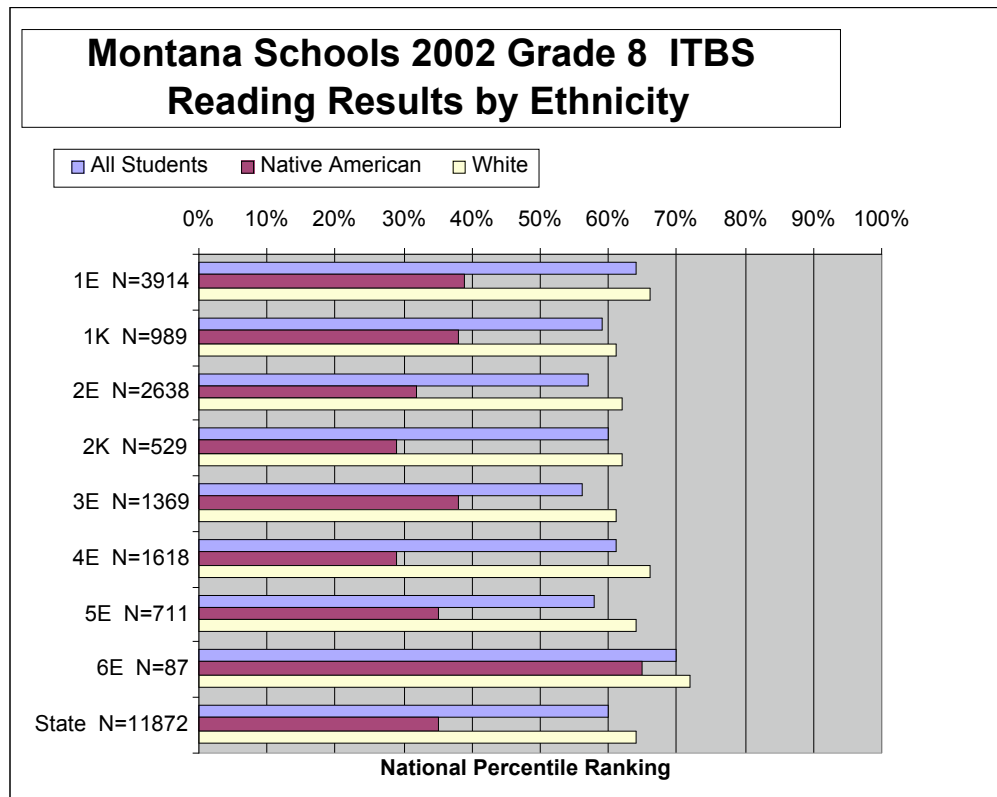
1. All students
 - The Reading NPR for all Montana grade 8 students is the same as 2001, 60%.
2. Students without disabilities
 - Statewide, the NPR for students without disabilities is the same as 2001, 64%. That number is relatively stable with most district size categories plus or minus 4-5 percentage points.
3. Students with disabilities
 - Statewide, the NPR for students with disabilities is the same as 2001, 25%. That number is stable with most district size categories at plus or minus 3-4 points except size category 6E where the number of students with disabilities tested is too small for comparisons.
4. Comparison
 - Statewide, Montana students without disabilities scored 39 percentage points above students with disabilities, 64% and 25% respectively. That number is relatively stable with most district size categories at plus or minus 4-5 points except size category 6E where the number of students with disabilities tested is too small for comparisons.

Chart 8.2 R



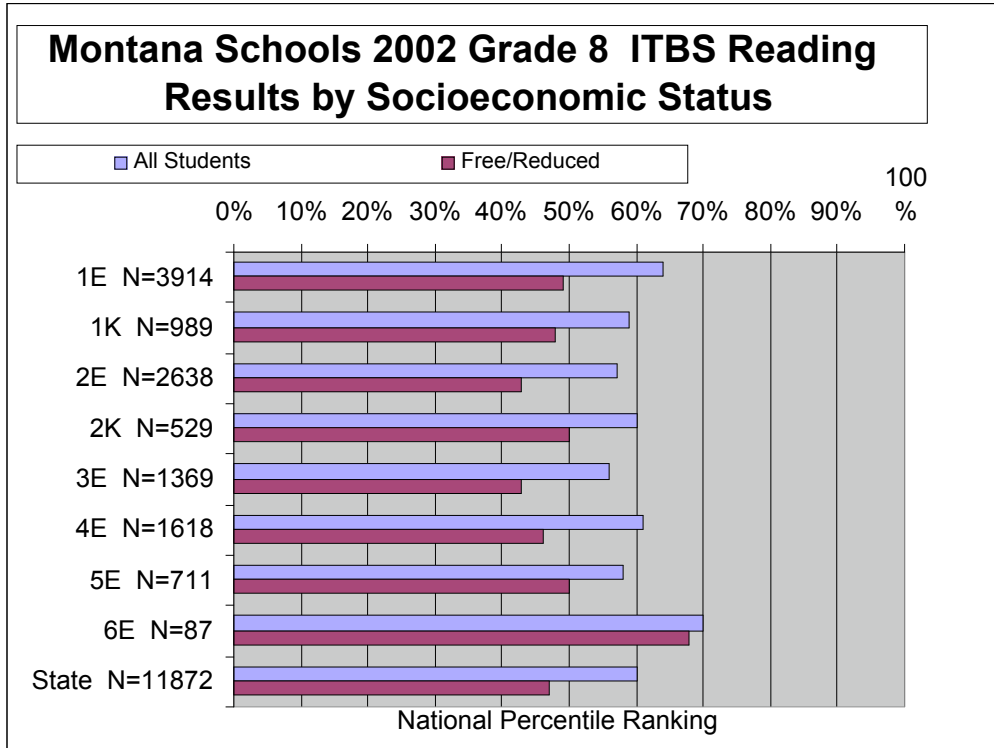
1. All students
 - The Reading NPR for all Montana grade 8 students is the same as 2001, 60%
2. Female students
 - Statewide, the NPR for female students is 62%, two percentage points higher than in 2001. That number is stable with most district size categories plus or minus 2-4 percentage points except size category 6E where the number of female students tested is too small for comparisons.
3. Male students
 - Statewide, the NPR for male students is 59%, one percentage point less than in 2001. That number is stable with most district size categories plus or minus 2-4 percentage points.
4. Comparisons
 - Statewide, female students scored three percentage points above male students. That number is stable with most district size categories plus or minus 2-4 percentage points.

Chart 8.3 R



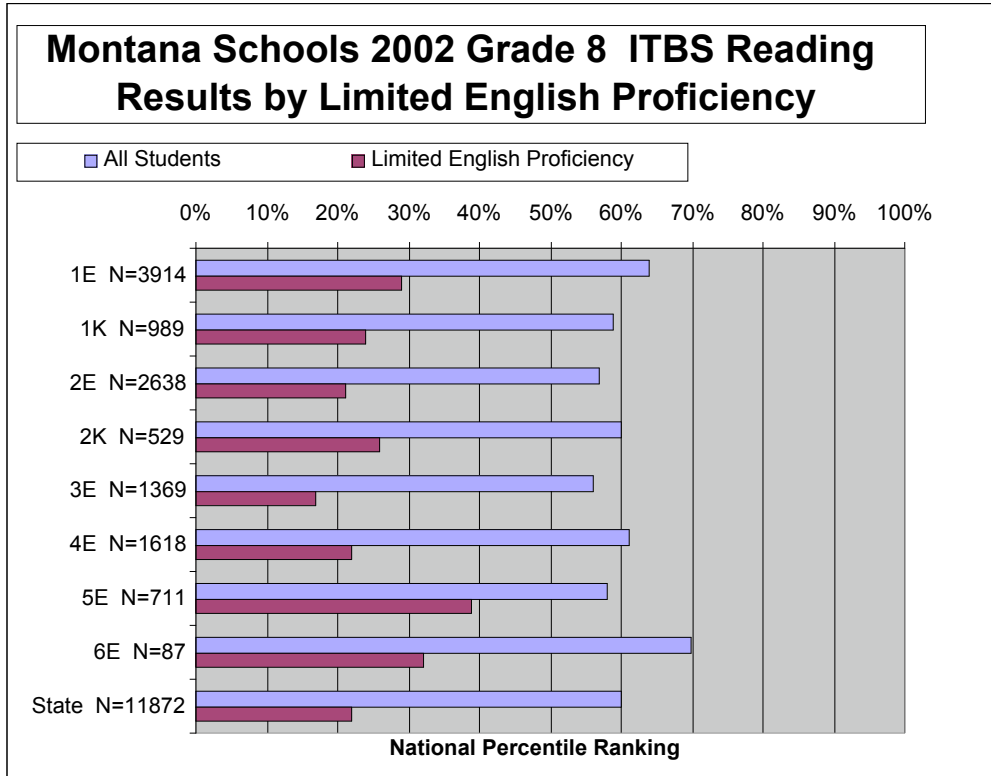
1. All students
 - The Reading NPR for all Montana grade 8 students is the same as in 2001, 60%.
2. Native American students
 - Statewide, the NPR for Native American students is 35%, one percentage point less than in 2001. That number is relatively stable with most districts within 4-6 percentage points except 6E district size where the number of Native Americans tested is too small for comparison.
3. White students
 - Statewide, the NPR for White students is the same as in 2001, 64%. That number is relatively stable with most districts within 4-6 percentage points except district sizes with a small number of students tested.
4. Comparisons
 - Statewide, Montana White students scored 29 percentage points above Native American students, 64% and 35% respectively.

Chart 8.4 R



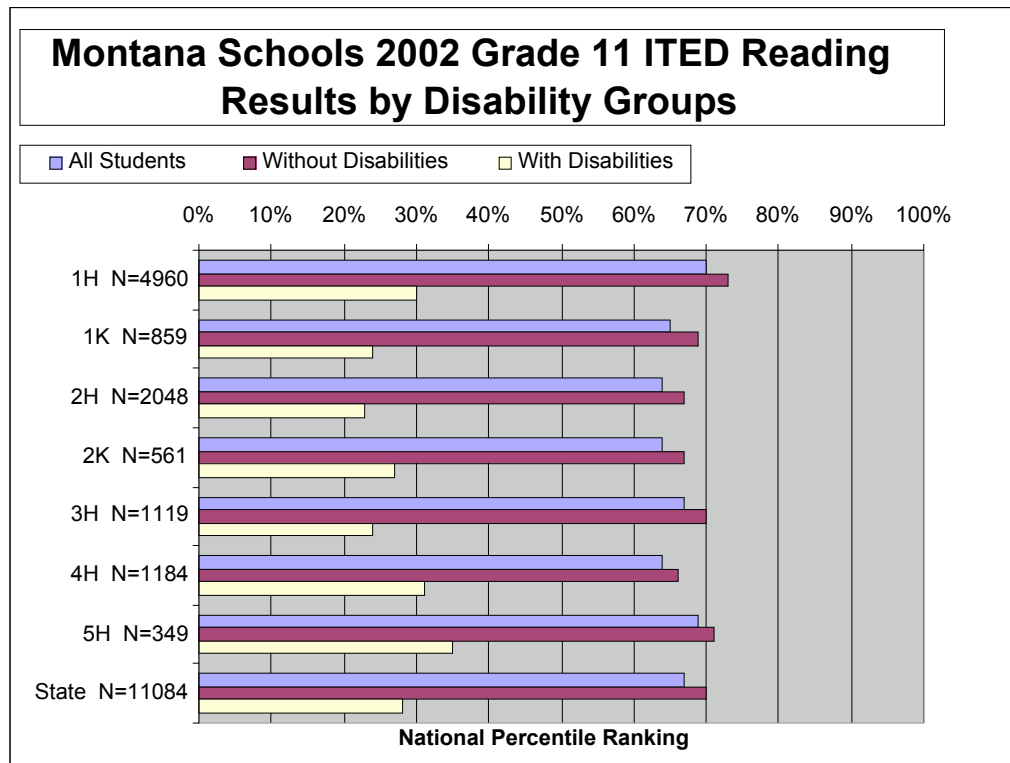
1. All students
 - The Reading NPR for all Montana grade 8 students is 60%
2. Students participating in free/reduced lunch programs
 - Statewide, the NPR for students participating in free/reduced lunch programs is the same as in 2001, 47%. That number is stable with most district size categories scoring within plus or minus 2-4 percentage points except the 6E category where the number of students participating in free/reduced lunch programs is too small for comparisons.
3. Comparison
 - Statewide, all Montana students scored 13 percentage points higher than those students participating in free/reduced lunch programs, 60% and 47%.

Chart 8.5 R



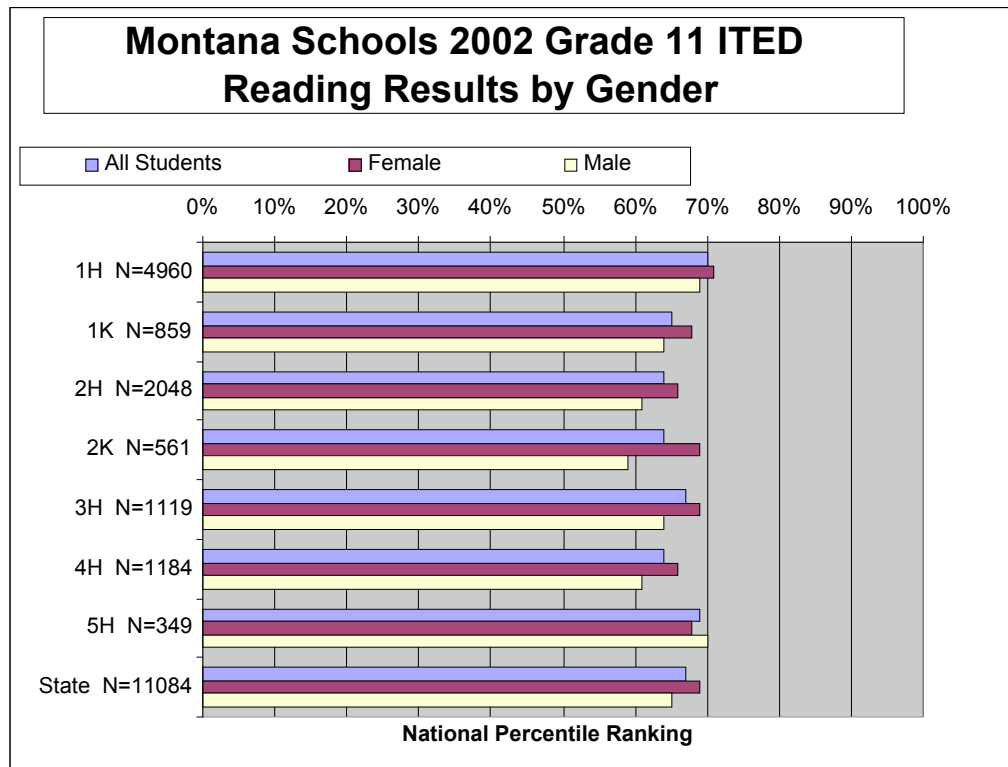
1. All students
 - The Reading NPR for all Montana grade 8 students is 60%.
2. Students with limited English proficiency (LEP)
 - Statewide, the NPR for LEP students is 22%. (2001 LEP data were incomplete.) The NPR scores vary among school size categories because the number of LEP students tested also varies. Although the chart shows large variations for district size categories 5E and 6E, the number of LEP students tested is too small for comparison.
3. Comparison
 - Statewide, all Montana students scored 38 percentage points higher than limited English proficient students. That number is relatively stable when the number of LEP students tested is sufficient for comparison.

Chart 11.1 R



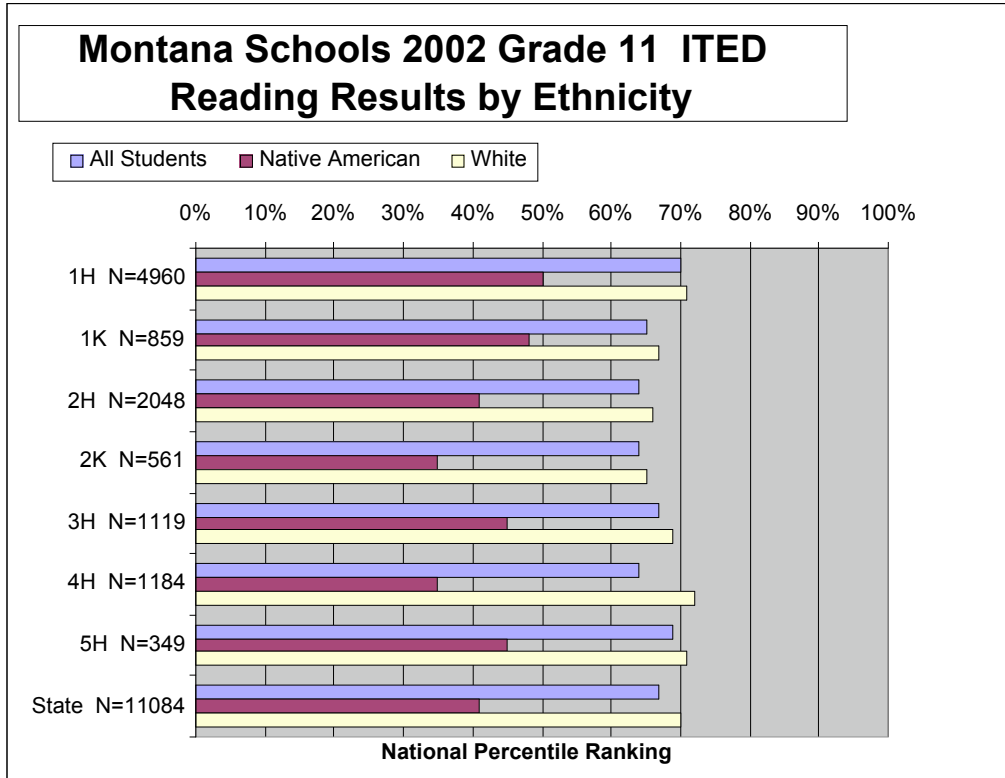
1. All students
 - The Reading NPR for all Montana grade 11 students is 67%, one percentage point above 2001.
2. Students without disabilities
 - Statewide, the NPR for students without disabilities is 70%, one percentage point above 2001. That number is stable with most district size categories plus or minus 2-4 percentage points.
3. Students with disabilities
 - Statewide, the NPR for students with disabilities is 28%, two percentage points above 2001. That number is relatively stable with most district size categories plus or minus 4-6 percentage points.
4. Comparisons
 - Statewide, Montana students without disabilities scored 42 percentage points above students with disabilities, 70% and 28% respectively. Both groups made slight gains in 2001 although the difference between the two declined from 43 percentage points to 42 percentage points.

Chart 11.2 R



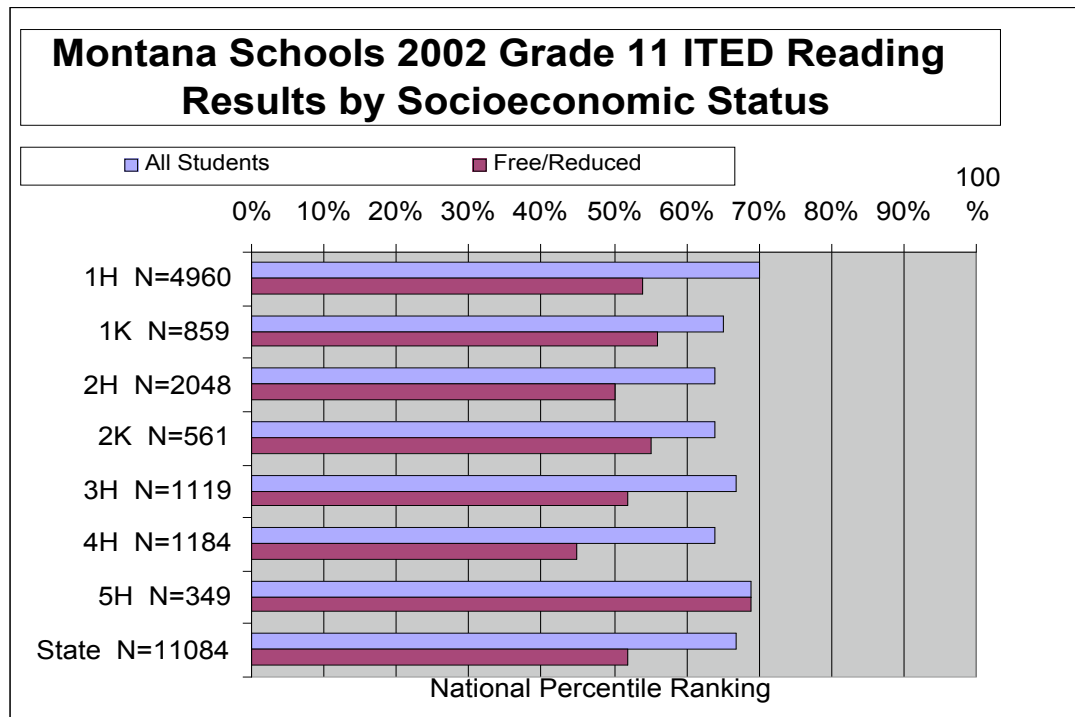
1. All students
 - The Reading NPR for all Montana grade 11 students is 67%.
2. Female students
 - Statewide, the NPR for female students is 69%, one percentage point higher than in 2001. That number is stable with most district size categories plus or minus 2-4 percentage points.
3. Male students
 - Statewide, the NPR for male students is 65%, one percentage point higher than in 2001. That number is stable.
4. Comparisons
 - Statewide, female students scored four percentage points above male students, 69% and 65% respectively. That number is stable across the state.

Chart 11.3 R



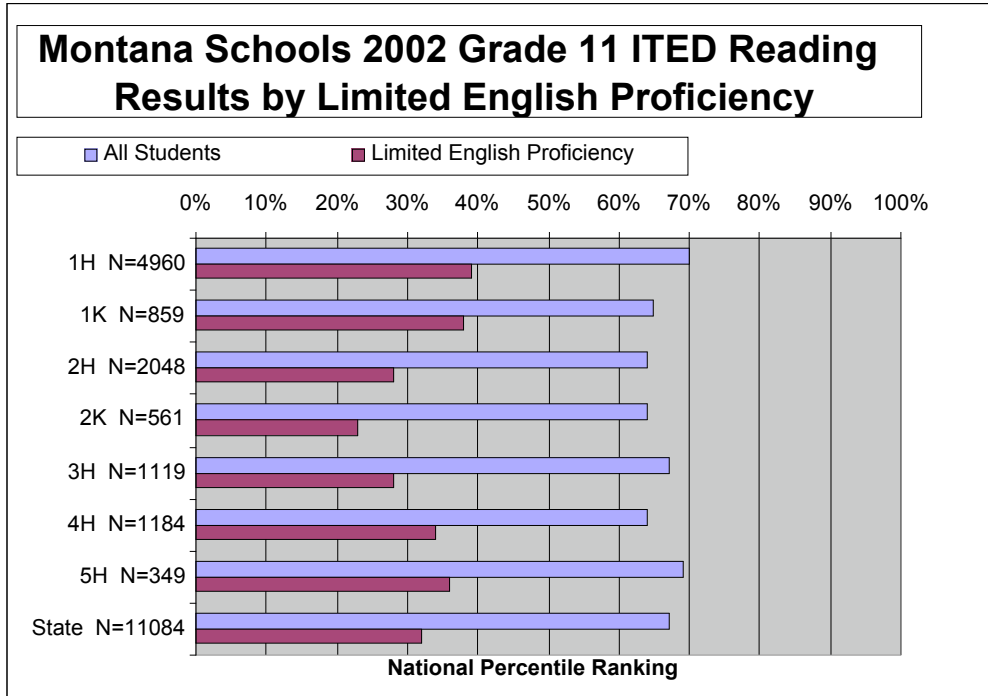
1. All students
 - The Reading NPR for all Montana grade 11 students is 67%.
2. Native American students
 - Statewide, the NPR for Native American students is the same as in 2001, 41%. That number is stable across the state with most district size categories scoring plus or minus 2-4 percentage points except in size category 1H where Native American students scored an NPR of 50%.
3. White students
 - Statewide, the NPR for White students is 70%, one percentage point higher than 2001. That number is stable across the state.
4. Comparisons
 - Statewide, White students scored 29 percentage points above Native American students, 70% and 41% respectively. The difference is slightly lower in district size category 1H.

Chart 11.4 R



1. All students
 - The Reading NPR for all Montana grade 11 students is 67%.
2. Students participating in free/reduced lunch programs
 - Statewide, the NPR for students participating in free/reduced lunch programs is 52%, one percentage point about 2001. The number is relatively stable with most district size categories scoring plus or minus 4-6 percentage points except 5H where the number of students participating in free/reduced lunch programs is too small for comparisons.
3. Comparisons
 - Statewide, all Montana students scored fifteen percentage points higher than those participating in free/reduced lunch programs, 67% and 52% respectively. That number is stable across the state.

Chart 11.5 R



1. All students
 - The Reading NPR for all Montana grade 11 students is 67%.
2. Students with limited English proficiency (LEP)
 - Statewide, the NPR for LEP students is 32%. (2001 LEP data were incomplete.)
The NPR scores vary among school size categories because the number of LEP students tested also varies; however, the number is stable across the state where the number of LEP students is large enough for comparisons.
3. Comparison
 - Statewide, all Montana students scored 35 percentage points higher than limited English proficient students. That number is relatively stable when the number of LEP students tested is sufficient for comparison.